DOCUMENT RESUME

ED 466 625 FL 027 365

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TITLE Creating a Reliable and Valid Self-Efficacy Questionnaire and English Test To Raise Learners' L2 Achievement via Raising Their Self-Efficacy.

PUB DATE 2001-11-00

NOTE 39p.; Paper presented at the Annual Meeting of the Japanese Association for Language Teaching (27th, Shizouka, Japan, November 22-24, 2001). Content includes information provided by the Seido Language Institute.

PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150) -- Tests/Questionnaires (160)

EDRS PRICE EDRS Price MF01/PC02 Plus Postage.

DESCRIPTORS College Freshmen; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; Language Tests; Questionnaires; Second Language Learning; *Self Efficacy; Test Reliability; Test Validity

IDENTIFIERS *Japan

ABSTRACT

This study investigated whether a self-efficacy course would raise English-as-a-Second-Language learners' English ability by raising their self-efficacy. It also examined the reliability and validity of a self-efficacy questionnaire and English test. Participants were 293 Japanese college freshmen. Researchers developed two versions of an English test (in English) and a self-efficacy questionnaire (in Japanese). The reliability of the self-efficacy pre- and post-questionnaire was calculated using the Cronbach alpha. The English pretest-posttest reliability was calculated using the K-R20. Each of four instructors graded the writing and speaking portions of the English test twice. The speaking interviews were recorded and played back only once during the second grading. Results indicated that differences between the pre-questionnaire and post-questionnaire scores were significant. The results suggested that the self-efficacy questionnaire and English test were reliable and valid, noting that students' self-efficacy and English ability increased over the period of instruction. Eight appendixes include the course objectives, the English test, the Japanese self-efficacy questionnaire, the English translation of the self-efficacy questionnaire, pretest and posttest writing and speaking results, writing and speaking score guides. (Contains 13 references, 9 tables, and 2 figures.) (SM)

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Creating a Reliable and Valid Self-Efficacy Questionnaire and English Test to Raise Learners' L2 Achievement via Raising their Self-Efficacy

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Author Note

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Biographical Sketch

Stephen Templin has authored and co-authored books and numerous articles relating to TESOL (Teaching English to Speakers of Other Languages) and applied linguistics. Timothy Guile is a language researcher who has authored works in general linguistics and Native American oral tradition. Takanobu Okuma lectures at Meio University and researches autonomy in second language acquisition.

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Abstract

It is claimed that people with high self-efficacy outperform people with low self-efficacy. This study researches the reliability and validity of a self-efficacy questionnaire and English test. It also asks whether or not a self-efficacy course leads to higher self-efficacy and higher English achievement. Two hundred and ninety-three Japanese university students participated in this research. The questionnaire and English test proved reliable at $p < .05$. A t-test was used to determine if there was any significant difference before the instruction began at the beginning of the semester and after the instruction was completed at the end of the semester. Students' self-efficacy and English test scores showed a statistically significant gain at the end of the semester.

要約

自己効力感の高い人は自己効力感の低い人に比べ、課題遂行力が高いと言われている。本研究では自己効力感アンケート用紙と英語テストの信頼性及び妥当性を調査する。さらに自己効力感の向上を目指した課程が、より高い自己効力感やより高度な英語力の向上に寄与するか否かを検証する。本調査では293名の日本人大学生を被験者とした。アンケート用紙と英語テストは、95%の有意水準（$p<.05$）で信頼性が認められる。当該学期の指導（自己効力感の向上を目指す）開始前とその指導後に統計的に有意な差が生じたか否かを確認するためt-検定を行った。その学期末における学生の自己効力感及び英語テストの得点は統計的に有意な差が生じたことを表している。

Self-Efficacy

Self-efficacy is a person's belief in how well he/she can accomplish a task or group of tasks (Bandura, 1997; Templin, Shiroku, & Taira, 1999). Learners who believe they can learn a language are more likely to learn a language than learners who believe they cannot learn a language.

It is often asked, how does self-efficacy differ from self-concept, self-confidence, and self-esteem (Coopersmith, 1967; Shavelson, Hubner, & Stanton, 1976; Yule, Yanz, & Tsuda, 1985)? Self-efficacy research differs from the other self-phenomena research in five areas: (1) judgement of capabilities, (2) multiple dimensions, (3) contexts, (4) mastery-criterion, and (5) pre-task measurements (Zimmerman, 1995).

The first difference is that other self-phenomena researchers usually judge how people feel about themselves (i.e., personal qualities) whereas self-efficacy researchers judge how well people believe they can accomplish a task or group of tasks. Second, although self-phenomena researchers may not pay attention to task dimensions, self-efficacy researchers do. For example, self-efficacy researchers understand that learners may strongly believe they can read English but may not believe they can speak English—or a learner who believes she can speak English fluently may lack a belief in her ability to speak English using accurate syntax.

Third, other self-efficacy researchers tend to ignore information about how various contexts affect people's beliefs in their capabilities, but self-efficacy researchers understand that, for

example, although introducing oneself at a party of friends and introducing oneself in a meeting of strangers are similar acts, the context itself can affect how well a person believes he can make a self-introduction.

Fourth, other self-phenomena researchers compare how people feel about themselves compared with how other people feel about themselves. In contrast, self-efficacy researchers look at how well people believe they can perform a task/tasks based on some criterion, usually measured by numerical values. Just because a person feels better about her English ability than others around her feel about their own ability does not automatically mean that she has a strong belief in her own ability to perform an English task or group of tasks. Self-efficacy researchers are interested in measuring her performance and comparing it to the strength of her belief in her ability.

Fifth, other self-phenomena researchers measure the self-phenomenon before their subjects perform the task, after they perform the task, or the subjects may not perform the task at all. Self-efficacy researchers measure learners' beliefs in their capability to perform a task before they perform the task, and then they measure how well the person actually performed the task—this process is necessary in order to predict learners' performance on a task or group of tasks.

Predicting Performance

Although other self-phenomena researchers have failed to predict performance, self-efficacy researchers have successfully predicted that people with high self-efficacy exert more

attention, effort, persistence, and strategies than those with lower self-efficacy, and when those with low self-efficacy fail, they often blame their failure on everything except their own shortcomings (Bandura, 1997). Also, people with high self-efficacy set more challenging goals for themselves than people with low self-efficacy. Because challenging goals lead to enhanced performance (Griffee, 1997a; Griffee & Templin, 1998; Locke & Latham, 1990), people with high self-efficacy outperform people with low self-efficacy.

Too much self-efficacy can get a person killed in dangerous activities such as rock climbing, but a lack of self-efficacy in less dangerous activities can lead to a lifetime of regret: "educational opportunities forsaken, valued careers not pursued, interpersonal relationships not cultivated, risks not taken, and failures to exercise a stronger hand in shaping one's life course" (Bandura, 1997, p. 71).

Self-Efficacy Course

Psychology researchers have shown that first language (L1) learners with high self-efficacy in speaking (Zimmerman & Martinez-Pons, 1990), listening (Schunk & Rice, 1984), writing (Zimmerman & Bandura, 1994), and reading (Schunk & Rice, 1993) outperform L1 learners with low self-efficacy. These researchers were also able to raise students' L1 performance by raising their self-efficacy. It seems odd that similar studies in L2 acquisition are scarce; thus, research such as our study is needed to fill the gap.

In an intensive summer English class, Templin, Shiroku, and Taira (1999) piloted a self-efficacy syllabus to raise second language (L2) learners' English ability via raising their self-efficacy. This led to the creation of a self-efficacy course for freshman Japanese students studying English as a foreign language (Templin & Guile, 2000).

We intend to evaluate our students' achievement in relation to the goals and objectives of our English I course. In addition, we intend to measure students' self-efficacy improvement. In order to measure our students' self-efficacy and achievement in the course, we created a reliable and valid English test and self-efficacy questionnaire.

The Study

Research Statement

We guided our research by asking ourselves the following questions:

(1) What is the reliability and validity of the self-efficacy questionnaire?

(2) What is the reliability and validity of the English I test?

(3) If the self-efficacy questionnaire and English I test are reliable and valid, have our students' self-efficacy and English ability significantly increased by the end of the English I course?

Method

Participants

The 293 students who participated were mostly 18 year-old freshmen (about half male and half female) enrolled in English I, a required course. Although the enrollment for this course was 345 students, we dropped 52 students from the study who were not present on both days the pre- and posttests and questionnaire were administered. The students came from three departments: International Cultural Studies, Business and Information Systems, and Tourism. The classes were one and a half hours long and convened twice a week for fifteen weeks. English proficiency scores were not available for the students.

Instruments

We created two instruments: an English I test (A and B versions, see Appendix B) and a self-efficacy questionnaire (see appendices C and D). For both instruments, we looked at available theories describing our constructs (Griffee, 1997b) and examined similar instruments created by other researchers (see Templin, 1999, for a discussion of self-efficacy instruments). We felt our students would be able to understand English I test items written in English, but we did not feel they could understand the self-efficacy questionnaire items written in English, so we decided to write the English test in English and the self-efficacy questionnaire in easy-to-understand Japanese. We chose a seven-point Likert scale for the questionnaire and brainstormed which items to include in the

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questionnaire from the English I goals and objectives.

Next, we wrote numerous items for each instrument and held frequent meetings to make revisions. Then we piloted the instruments. After piloting, we analyzed the English I test using item analysis. We scrutinized items with low point biserials, eliminating eight items that did not discriminate well between students who had achieved the course objectives, and students who had not. We also re-worded one item to improve clarity. Then we modified the test further by giving 60 percent of the points possible to the four skills section (which we wanted to emphasize the most) and 40 percent to the other areas (e.g., syntax). For the piloted self-efficacy questionnaire, we correlated the average of each item with the overall average and eliminated items with low correlations and re-worded one item.

We also created a content validity judgement scale for the English I test and the self-efficacy questionnaire (see example in Brown, 1996, pp. 235-236), rated each item, and compared our ratings. At this point, we felt satisfied with the English I test (Appendix B) and the self-efficacy questionnaire (appendices C and D) and decided not to make any more changes.

Reliability of the Instruments

The reliability of the self-efficacy pre-questionnaire and post-questionnaire was calculated using the Cronbach alpha and is reported in tables 1 and 2.

Table 1: Pearson Correlation (One-Tailed) and Cronbach Alpha of Self-Efficacy Pre-Questionnaire

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Q1													
Q2	.61*												
Q3	.53*	.46*											
Q4	.47*	.40*	.64*										
Q5	.48*	.43*	.48*	.56*									
Q6	.41*	.39*	.38*	.53*	.57*								
Q7	.44*	.36*	.50*	.72*	.55*	.58*							
Q8	.47*	.36*	.62*	.56*	.53*	.47*	.75*						
Q9	.52*	.52*	.41*	.45*	.58*	.49*	.47*	.48*					
Q10	.42*	.39*	.40*	.45	.54*	.53*	.50*	.48*	.54*				
Q11	.41*	.39*	.34*	.38*	.36*	.38*	.36*	.35*	.42*	.38*			
Q12	.46*	.37*	.38*	.35*	.34*	.34*	.38*	.44*	.43*	.39*	.50*		
Q13	.39*	.40*	.37*	.42*	.41*	.42*	.38*	.39*	.41*	.42*	.37*	.38*	

* Correlation is significant at the .05 level (one-tailed).

Cronbach alpha = .91

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Table 2: Pearson Correlation (One-Tailed) and Cronbach Alpha of Self-Efficacy Post-Questionnaire

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Q1													
Q2	.45*												
Q3	.48*	.38*											
Q4	.46*	.37*	.67*										
Q5	.42*	.31*	.44*	.44*									
Q6	.46*	.28*	.47*	.43*	.57*								
Q7	.47*	.30*	.55*	.63*	.42*	.42*							
Q8	.39*	.26*	.65*	.59*	.38*	.43*	.69*						
Q9	.29*	.34*	.39*	.33*	.50*	.43*	.37*	.40*					
Q10	.40*	.44*	.39*	.39	.38*	.37*	.44*	.35*	.33*				
Q11	.33*	.27*	.28*	.28*	.38*	.42*	.19*	.26*	.25*	.36*			
Q12	.33*	.31*	.33*	.33*	.44*	.44*	.32*	.30*	.33*	.39*	.41*		
Q13	.31*	.24*	.33*	.35*	.33*	.43*	.33*	.32*	.32*	.37*	.48*	.42*	

* Correlation is significant at the .05 level (one-tailed).

Cronbach alpha = .89

All questions in both tests exhibited significantly high correlations at the .05 level (one-tailed). The Cronbach alpha for the pre-questionnaire was .91 and the post-questionnaire was .89. In other words, the questionnaire was reliable.

The English pretest and posttest reliability was calculated using the K-R20 shown in Table 3.

Table 3: Descriptive Statistics of English Pretest and Posttest (A and B Versions)

Statistics	Pretest A	Posttest A	Pretest B	Posttest B
N	293.00	293.00	293.00	293.00
k	36.00	36.00	36.00	36.00
M	18.71	27.55	17.88	27.33
Low	2.00	14.00	3.00	17.00
High	34.00	36.00	30.00	35.00
SD	5.35	4.53	4.91	4.31
K-R20	.77	.75	.74	.74

Pretest version A, Posttest version A, Pretest version B, and Posttest version B showed .77, .75, .74, and .74 reliability. These results exhibit moderate reliability.

Because of the subjectivity possible in grading the writing and speaking portions of the English test, intrarater reliability had to be calculated. Each of the four instructors graded the writing and speaking portions of the English tests twice, the second grading occurring about one week after the first grading (see appendices G and H for speaking and writing scoring guides). The speaking interviews were recorded and played back only once during the second grading. The first grading and second grading were compared using the Cronbach alpha (see tables 4 and 5).

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Table 4: Descriptive Statistics and Intrarater Reliability for First Scoring of English Test Writing and Speaking Sections

Statistics	Writing Pretest	Writing Posttest	Speaking Pretest	Speaking Posttest
N	293.00	293.00	293.00	293.00
k	3.00	3.00	5.00	5.00
M	.95	2.66	1.01	3.95
Low	.00	1.00	0.00	0.00
High	3.00	3.00	5.00	5.00
SD	1.11	.63	1.50	1.44
Cronbach Alpha	.96	.91	.92	.95

Table 5: Descriptive Statistics and Intrarater Reliability for Second Scoring of English Test Writing and Speaking Sections

Statistics	Writing Pretest	Writing Posttest	Speaking Pretest	Speaking Posttest
N	293.00	293.00	293.00	293.00
k	3.00	3.00	5.00	5.00
M	.94	2.61	1.01	3.91
Low	.00	1.00	.00	.00
High	3.00	3.00	5.00	5.00
SD	1.08	.66	1.50	1.44
Cronbach Alpha	.96	.91	.92	.95

The reliability for the writing portions of the pretest and posttest was .96 and .91, respectively. The speaking pretest and posttest were .92 and .95. The intrarater reliability for the writing and speaking

portions of the English test was high.

Statistical Analysis

To analyze the data, descriptive statistics were calculated for the self-efficacy questionnaires and English tests (see tables 3, 6, and 7).

Table 6: Overall Descriptive Statistics of Self-Efficacy Pre-questionnaire and Post-questionnaire

Statistics	Pre-questionnaire	Post-questionnaire
N	293.00	293.00
k	13.00	13.00
M	2.90	3.58
Low	1.00	1.00
High	7.00	7.00
SD	1.18	1.14
Cronbach alpha	.91	.89

Table 7: Descriptive Statistics for Self-Efficacy Pre-Questionnaire and Post-Questionnaire Items*

Questions	N	Low	High	Mean	Std. Deviation
Q1	312	1.00	7.00	2.89	1.08
*Q1	312	1.00	7.00	3.27	1.02
Q2	312	1.00	7.00	3.26	1.14
*Q2	312	1.00	7.00	4.01	1.06
Q3	312	1.00	7.00	3.00	1.03
*Q3	312	1.00	7.00	3.59	1.00
Q4	312	1.00	7.00	2.60	1.28
*Q4	312	1.00	7.00	3.17	1.08
Q5	312	1.00	7.00	2.82	1.09
*Q5	312	1.00	7.00	3.56	1.07
Q6	312	1.00	7.00	2.85	1.22
*Q6	312	1.00	7.00	3.67	1.18
Q7	312	1.00	7.00	2.21	1.17
*Q7	312	1.00	7.00	3.10	1.21
Q8	312	1.00	7.00	2.69	1.23
*Q8	312	1.00	7.00	3.58	1.32
Q9	312	1.00	7.00	3.30	1.22
*Q9	312	1.00	7.00	4.05	1.16
Q10	312	1.00	7.00	3.21	1.15
*Q10	312	1.00	7.00	3.56	1.11
Q11	312	1.00	7.00	3.00	1.28
*Q11	312	1.00	7.00	3.72	1.35
Q12	312	1.00	7.00	2.96	1.21
*Q12	312	1.00	7.00	3.79	1.21
Q13	312	1.00	7.00	3.31	1.27
*Q13	312	1.00	7.00	3.54	1.16

*Pre-Questionnaire questions have no asterisk, and post-questionnaire questions have an asterisk.

Differences were measured by a paired t-test, with an alpha level of .05.

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Results

The differences between the pre-questionnaire and post-questionnaire scores were significant at $p < .05$ (see tables 8 and 9).

Table 8: Matched T-Test of Pre-Questionnaire and Post-Questionnaire

Statistic	Pre-Questionnaire and Post-Questionnaire
Mean	-.60
Standard Deviation	1.09
Standard Error of Mean	6.60
Lower Confidence Interval of Difference (.05)	-.73
Upper Confidence Interval of Difference (.05)	-.47
df	276.00
t	-.91*

*p<.05

Table 9: Matched T-Test of Pretest and Posttest

Statistic	Pretest and Posttest
Mean	-10.23
Standard Deviation	6.54
Standard Error of Mean	.38
Lower Confidence Interval of Difference (.05)	-10.98
Upper Confidence Interval of Difference (.05)	-9.48
df	291.00
t	-26.73*

*p<.05

Also, the differences between the English pretest and posttest scores were significant at $p < .05$.

Discussion

The self-efficacy questionnaire and English test were reliable and valid. Also, students' self-efficacy and English ability increased over the period of instruction (see figures 1 and 2 for graphs and see appendices E and F for examples of increased writing and speaking ability).

Figure 1: Comparison of Proportion Means: Pretest (1) and Posttest (2)

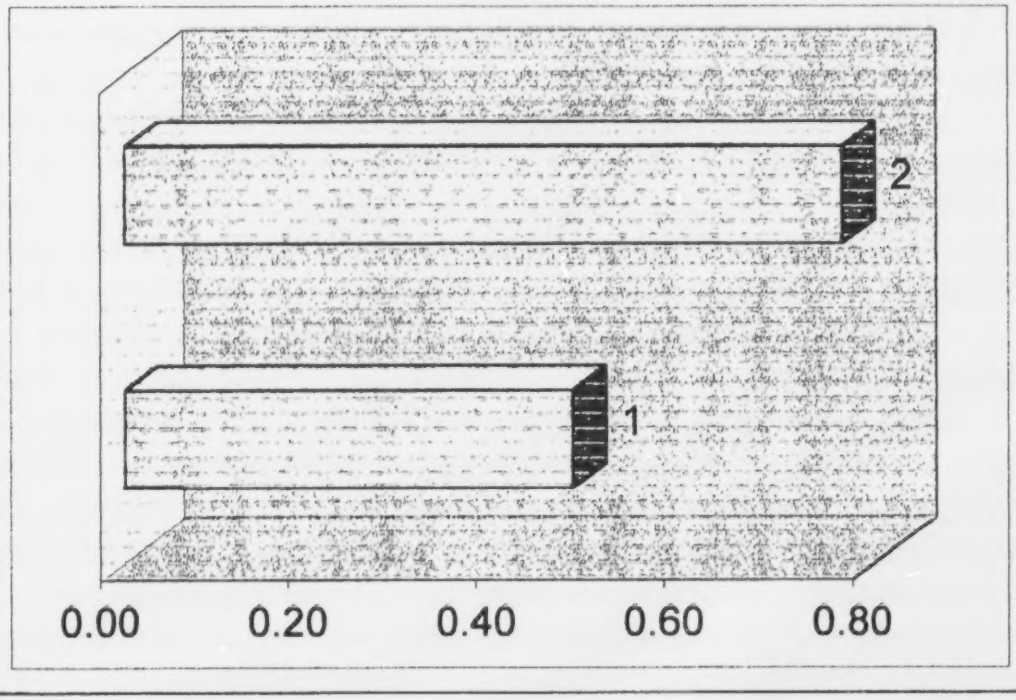
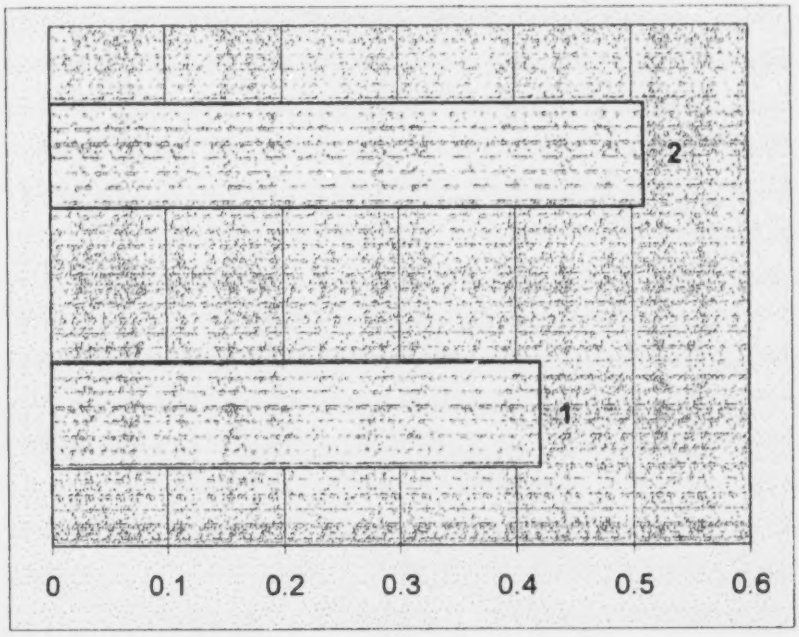


Figure 2: Comparison of Proportion Means: Pre-questionnaire (1) and Post-questionnaire (2)



The results are in agreement with self-efficacy research that shows that students' self-efficacy and achievement can be raised through teaching. Future research should examine the correlation and casual relationship between self-efficacy and L2 achievement.

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Appendix A: English I Objectives

English I Course Objectives

Chapter One	
Listening:	Students will demonstrate that they understand specific details of a conversation between two people meeting for the first time
Speaking	Students will ask questions when meeting someone for the first time
Reading/ Writing	Students will fill out customs forms
Vocabulary	Students will demonstrate that they understand the meaning of words on signs in a plane
Syntax	Students will demonstrate that they know that *is*, *are*, and *am* are often reduced in informal conversation
Pronunciation	Students will demonstrate that they recognize whether pitch goes up or down at the end of a sentence
Discourse	Students will use hesitation phrases when telling personal information
Society/ Culture	Students will demonstrate that they recognize the difference in frequency of English use in 12 countries
Body/ Mind	Students will change negative ideas into positive ideas and plan positive actions
Chapter Two	
Listening	Students will demonstrate that they recognize things in common between two people in a conversation
Speaking	Students will ask yes-no questions about likes/dislikes
Reading/ Writing	Students will write an order for food and drinks (at least 35 words), and demonstrate their reading comprehension of an order for food and drinks
Vocabulary	Students will demonstrate that they understand the meaning of words on signs at the beach
Syntax	Students will recognize politeness levels in commands
Pronunciation	Students will pronounce and distinguish /l/ and /r/ sounds
Discourse	Students will put instructions in order and insert action order phrases
Society/ Culture	Students will demonstrate that they recognize the meaning of five gestures
Body/ Mind	Students will write in Japanese about a successful experience
Chapter Three	
Listening	Students will demonstrate that they understand directions and will find places on a map

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Speaking	Students will give directions using a map
Reading/Writing	Students will write directions from school to their residence (at least 45 words), and will demonstrate their reading comprehension of directions from school to someone else's residence
Vocabulary	Students will demonstrate that they understand the vocabulary used in directions
Syntax	Students will use *if* to describe a condition and mention results or actions
Pronunciation	Students will pronounce and demonstrate they understand contrastive stress on words in sentences
Discourse	Students will use phrases to interrupt when asking for directions
Society/Culture	Students will use proper distance and body language when asking for directions
Body/ Mind	Students will demonstrate a technique for relaxing
Chapter Four	
Listening	Students will demonstrate that they recognize who is being described by listening to self-introductions
Speaking	Students will describe the location of furnishings in an apartment
Reading/ Writing	Students will write an ad (at least 55 words) describing their ideal roommate, and will demonstrate reading comprehension of an ad for a roommate
Vocabulary	Students will demonstrate that they understand the names for items of furniture
Syntax	Students will use prepositions to describe the location of furniture in an apartment
Pronunciation	Students will pronounce and distinguish /i/ and /I/ sounds
Discourse	Students will express alternate views using *anyway, but then again, even so, look at it this way*
Society/ Culture	Students will demonstrate that they understand two people can experience the same thing differently
Body/ Mind	Students will fill out a 1-week schedule to see how they spend their time
Chapter Five	
Listening	Students will demonstrate that they understand a conversation about a student's schedule
Speaking	Students will invite one another to an activity
Reading/ Writing	Students will write in a journal at least 5 minutes, 5 days a week
Vocabulary/Syntax	Students will use simple and progressive tenses in sentences
Pronunciation	Students will demonstrate that they recognize English is stressed-timed
Discourse	Students will show interest while listening by using *OK, yes, yeah, uh-huh, and,*

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	really
Society/ Culture	Students will demonstrate that they know people value time differently
Body/ Mind	Students will evaluate their sleeping and eating habits, and revise their daily time-schedule
Chapter Six	
Listening	Students will demonstrate that they understand descriptions of extroverts and introverts
Speaking	Students will describe different personalities
Reading/ Writing	Students will read someone else's journal, decide whether the person is an introvert or extrovert, and write positive comments; they will also write about their own personality (at least 75 words)
Vocabulary	Students will demonstrate that they understand words describing kinds of personalities
Syntax	Students will complete sentences describing a time in the past
Pronunciation	Students will pronounce word stress in numbers, and demonstrate they recognize such stress
Discourse	Students will communicate about differences using *but*, and *however*
Society/ Culture	Students will demonstrate that "good" personality traits may be different in different countries
Body/ Mind	Students will follow their revised schedule for one week
Chapter Seven	
Listening	Students will demonstrate that they understand descriptions of people
Speaking	Students will talk about an ideal person to date
Reading/ Writing	Students will write about going out on an ideal date (at least 75 words), and demonstrate their reading comprehension of a description of an ideal date
Vocabulary	Students will demonstrate that they understand the meaning of dating expressions
Syntax	Students will demonstrate that they recognize the order of events
Pronunciation	Students will pronounce and distinguish *s* and *sh* sounds
Discourse	Students will give reasons for not doing something using *because* and *the reason why*
Society/ Culture	Students will demonstrate they know how to act in five dating situations
Body/ Mind	Students will give praise to, and receive praise from a classmate for following parts of the revised schedule
Chapter Eight	
Listening	Students will demonstrate that they understand personal information of

	party-goers
Speaking	Students will give false personal information at a party
Reading/ Writing	Students will write personal information from a party (at least 75 words), and demonstrate reading comprehension of another's personal information
Vocabulary/Syntax	Students will complete sentences using modals
Pronunciation	Students will pronounce and demonstrate they recognize reductions in informal speech
Discourse	Students will demonstrate that they recognize politeness levels for requests/advice using modals
Society/Culture	Students will converse with someone at a party
Body/ Mind	Students will set goals for speaking with others

Note: English I test guides for scoring speaking and writing skills, for the most part, require an evaluation of student performance in terms other than explicit course objectives. For instance, the guide for scoring writing--in addition to gauging an essay against an explicit course objective for a length of 75 words--requires an evaluation of essay organization and topic relevance, neither of which are stated explicitly in the objectives. However, we understand organization and relevance as implied objectives because students are always assigned certain topics for their essays, and students are expected to write so their writing can be understood: the more organized an essay, the less confusing an essay is and the easier it is to understand.

So too, for speaking objectives: spontaneity of response, topic relevance, time taken up in pauses, number of English words, and number of intrusive Japanese words are all criteria against which the speaking portion of the test is judged. Not one of these criteria is stated explicitly as a course objective. Rather, they are implicit objectives relating to a holistic impression of a student's fluency in English; and in satisfying explicit course objectives for speaking, students are expected to have met implied course objectives as well.

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Appendix B: English I Test

English I Exam

Listening (3 points each)

Listen to the conversation. Choose the best answer.

1. Why is the woman going to Florida?

a. to study b. business c. vacation

2. Where is the woman from in Japan?

a. Tokyo b. Osaka c. Okinawa

3. Has the woman been to Florida before?

a. Yes b. No

4. Does the woman like the ocean?

a. Yes b. No

5. Can the woman swim?

a. Yes b. No

Pronunciation (2 points each)

Choose whether the pitch goes up or down at the end.

6. a. up b. down

Listen. Choose the correct word you hear.

7. a. light b. right

8. a. beat b. bit

Listen. Choose the stressed word.

9. Go straight on Manning Street and turn left.

a. b. c. d.

Reading (5 points each)

Read the description of this man's ideal roommate. Answer the questions below.

I want a roommate who is male. I want a roommate who lets me smoke in my apartment. I want someone neat. He should not be loud late at night. I also want someone who is kind and not outgoing. I had an outgoing roommate before, and I almost went crazy because he was always talking. I never had any quiet time for myself. I don't like impulsive people because they seem to get into trouble. This is my idea of an ideal roommate.

10. Which roommate should this person choose?

a. A shy woman who smokes.

b. A shy man who smokes.

c. An outgoing man who smokes.

d. An outgoing man who does not smoke.

Read what Maria wrote about herself. Answer the question below.

I have many friends in Sapporo. Sometimes we do crazy things. I like people. In America, I learn English at parties but not in the classroom.

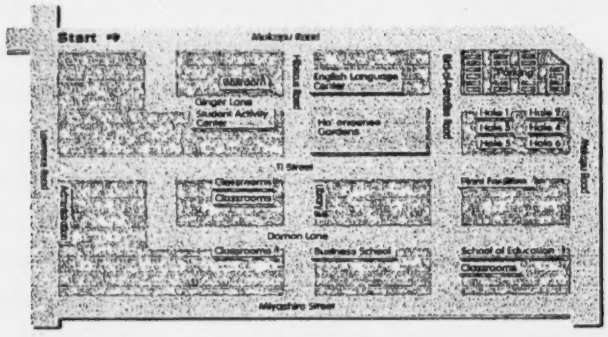
11. Maria is _____ .

a. shy b. outgoing c. cautious

Read the directions. Look at the map. Choose where the place is.

12. Go straight. Turn right on Bird-of-Paradise Road. Then turn left on Damon Lane. You'll see it on the right.

a. School of Education b. Business School c. Classrooms d. Plant Facilities e. Hale 5



(Templin & Guile, 2000)

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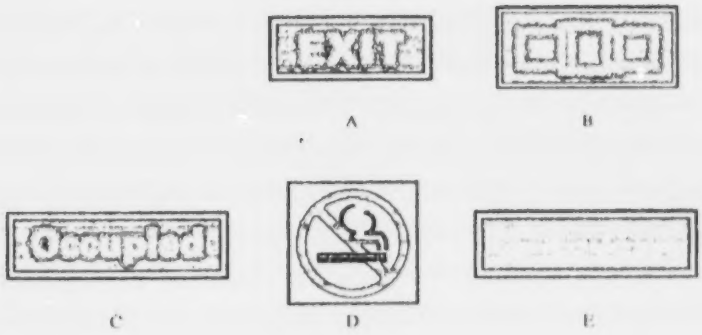
Vocabulary (2 points each)

Match each word with the best picture.

13. No smoking

14. Fasten seat belts



(Templin & Guile, 2000)

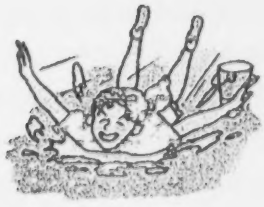
Match the illustration to the word.

15.

(Templin & Guile, 2000)

a. hard-working b. lazy

16.



(Templin & Guile, 2000)

a. serious b. fun-loving

Syntax (2 points each)

17. Complete the sentence.

If I get up late, _____.

a. I'll be late for school

b. because I'll be late for school

c. when I'll be late for school

d. Both b and c are correct

18. The VCR is _____ the TV.

a. beside b. in c. on d. under

Choose the correct word to complete the sentence.

19. At a time in the past

Jorve _____ a new hat last summer.

a. bought b. buy c. buys d. have bought

20. Read the sentence. Which happened first (a or b)?

a b

Before playing a computer game, Roberto started to study.

Discourse (2 points each)

21. When you are thinking about what to say, use:

a. Great b. But then again c. Even so d. Hmm

22. When you explain the steps of an activity, use:

a. Excuse me b. First of all c. Hmm d. Anyway

23. Choose the correct phrase to change the negative statement into a positive statement.

Sachiko: Living in a dorm is difficult.

Leanni: _____, living in the dorm is cheaper.

a. Uh b. But then again c. Next d. Sorry

24. Koji gives a reason why he did not follow parts of his schedule. Which phrase should he begin with?

a. Because b. But c. I could d. Really

Society & Culture (2 points each)

25. When you ask a stranger for directions, what body language should you use?

a. Smile and use gestures.

b. Smile but don't use gestures.

c. Use gestures but don't smile.

d. Don't smile and don't use gestures.

26. Which of the following is true?

a. People always experience the same thing differently.

b. People never experience the same thing differently.

c. Sometimes people experience the same thing differently.

27. Which group of people uses this proverb: Time is money?

a. North Americans b. Ethiopians c. American Indians d. Saudi Arabians

28. On a date, at the movie theater, who usually pays?

a. The man and woman share the expense.

b. the man

c. the woman

Writing

-Write 75 words (or more) about an ideal date.

-Write the number of words you used.

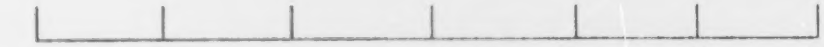
[DO NOT WRITE HERE. WRITE ON THE BACK OF THE ANSWER SHEET.]

Appendix C: Self-Efficacy Questionnaire

英語自己効力感アンケート (3/1/01)

このアンケートは、皆さんが英語に関してどのような問題をかかえているかを教師がよりよく理解するために作成されています。各質問に関して、皆さんの意見に一番近い数字に○をつけて下さい。このアンケートの結果は秘密とされ、また成績にも関係しません。どうぞ皆さんの貴重なご意見をお聞かせ下さい。

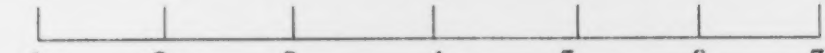
1. あなたは初対面の２人の会話で使われる特有な表現を、どの程度理解できますか。



1　2　3　4　5　6　7

全くできない　あまりできない　よくできる　非常によくできる

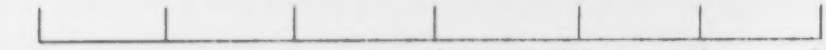
2. あなたは文章の最後が上がり調子か下がり調子かを、どの程度認識できますか。



1　2　3　4　5　6　7

全くできない　あまりできない　よくできる　非常によくできる

3. あなたはどの程度、自分のことについて話すことができますか。



1　2　3　4　5　6　7

全くできない　あまりできない　よくできる　非常によくできる

4. あなたはどの程度、理想のデート相手について話すことができますか。

1　2　3　4　5　6　7

全くできない　あまりできない　よくできる　非常によくできる

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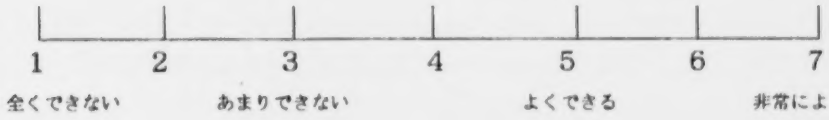
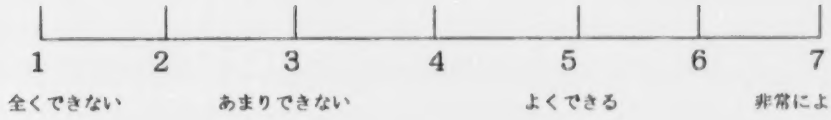
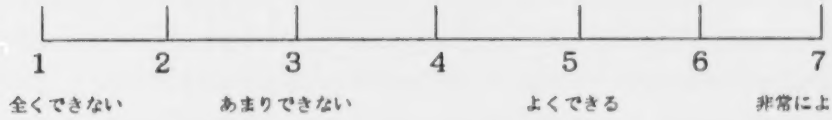
5. あなたはどの程度、ルームメイト募集の広告を読んで理解できますか。



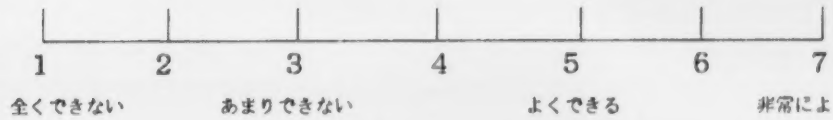
6. あなたはある人の文章を読んで、その人が外向的あるいは内向的なのかをどの程度理解できますか。



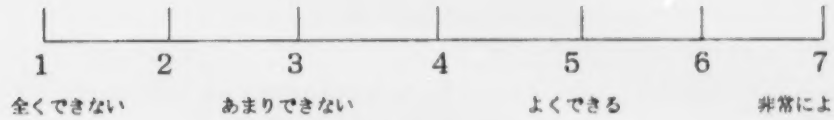
7. あなたはどの程度、理想のデート相手について 75 文字の文章で書くことができますか。



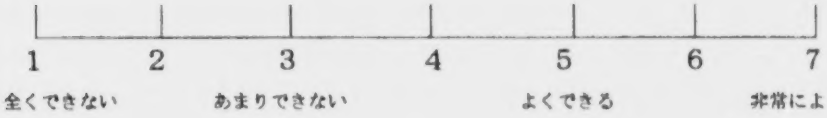
8. あなたはどの程度、自分のことについて 75 文字の文章で書くことができますか。



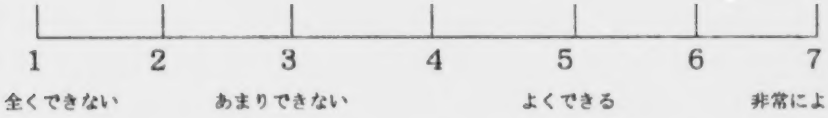
9. あなたはどの程度、飛行機内での表示を理解できますか。



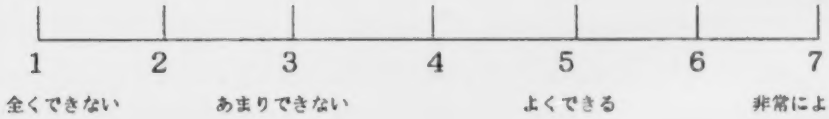
10. あなたはどの程度、過去におこった２つの事実のうち、どちらが先におこったかを理解できますか。



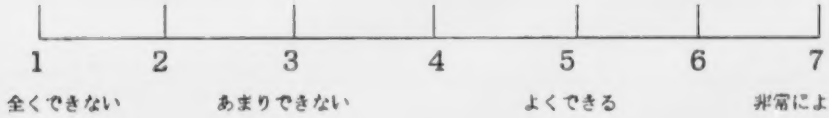
11. あなたはどの程度、/i/ (eat)と /I/ (it) の音の違いを区別し発音できますか。



12. あなたはどの程度、ok, yes, uh-huh, and, really を使ってあいづちをうつことができますか。



13. あなたはどの程度、人々は同じ経験をしても違う態度を示すことがあることを理解できますか。

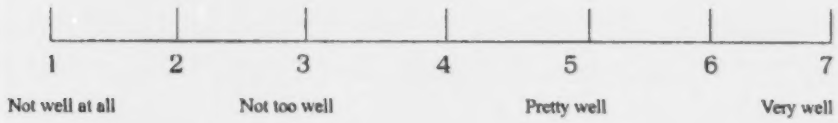


Appendix D: Self-Efficacy Questionnaire (English Translation)

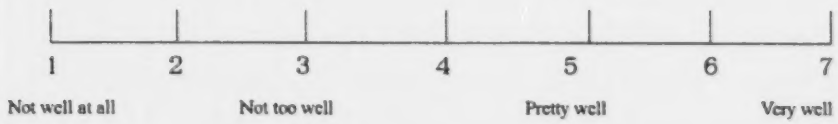
English Self-Efficacy Scale (3/1/01)

This questionnaire is designed to help your instructors get a better understanding about what you find difficult about English. Please indicate your opinions about each of the statements below by circling the appropriate number. Your answer will be kept confidential and will not affect your grade. Please take this seriously.

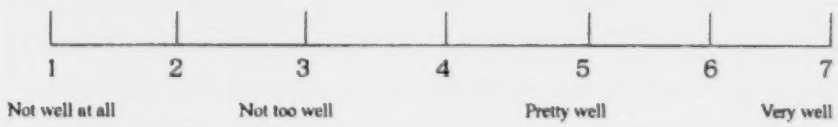
1. How well can you understand specific details of a conversation between two people meeting for the first time?



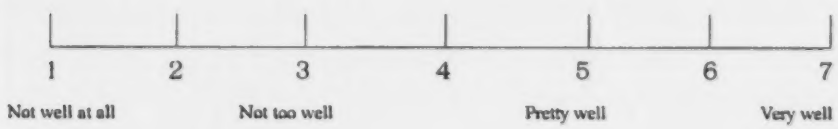
2. How well can you demonstrate that you recognize whether pitch goes up or down at the end of a sentence?



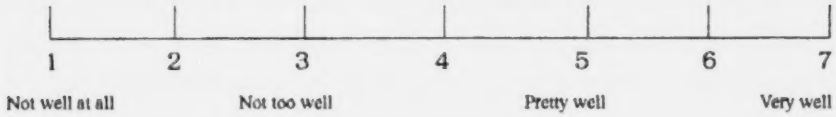
3. How well can you talk about yourself?



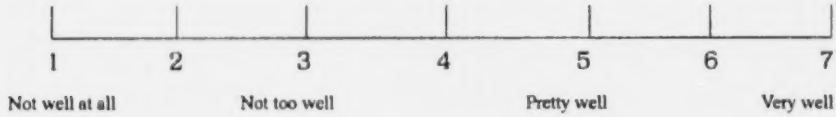
4. How well can you describe the kind of person you would like to date?



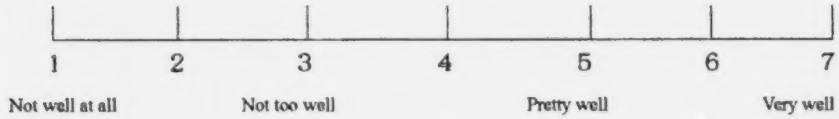
5. How well can you comprehend a printed ad for a roommate?



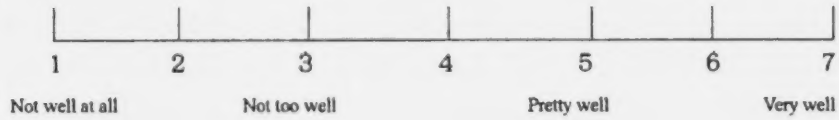
6. How well can you understand writing that describes whether someone is an extrovert or introvert?



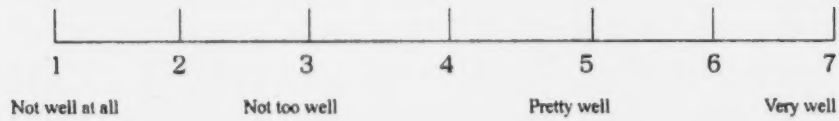
7. How well can you write about your ideal person to date using at least 75 words?



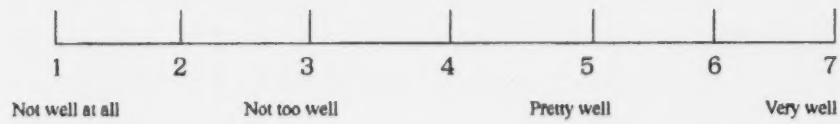
8. How well can you write about yourself using at least 75 words?



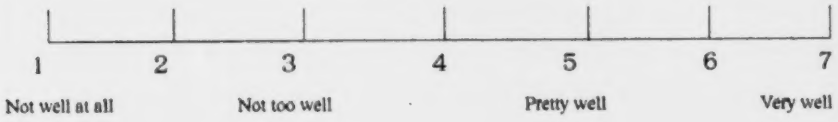
9. How well can you understand signs in an airplane?



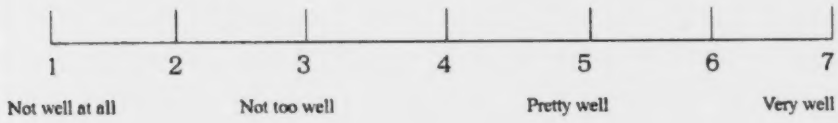
10. How well can you recognize which event happened first out of two events in the past?



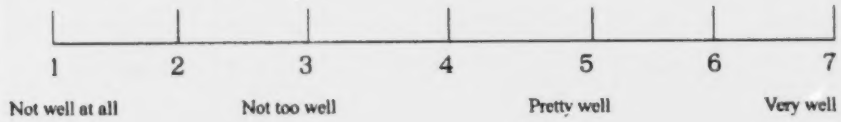
11. How well can you pronounce and distinguish /i/ (eat) and /ɪ/ (it) sounds?



12. How well can you show interest by using *OK*, *yes*, *yeah*, ***uh-huh***, and ***really***?



13. How well can you understand that two people can experience the same thing differently?



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Appendix E: Pretest and Posttest Writing Results for Student A and Student B

Pretest

Student A

[Wrote nothing]

Student B

[Wrote nothing]

Posttest

Student A

First, we go to the "Makku" for eat "Poteto". Second, we go to the movie theater for watch movie of "AI". We go to the "Gulume Kaiten" for eat dinner of Sushi. After the dinner is drive. My car drive Naha with my lady. After the drive go to Chatan twan for play "Kanransha". We go to "Sega" for play game of "Jack Pot". After the "Sega" go to Nago city for go home. The date is end.

Student B

I think that ideal date is very prity girl and small and good smile. I like love and peace so smile is very like. I don't like don't smile girl.

And I love can cook girl. Because, I am very hungry. If I don't eatting, I will be die. I don't wanna die. So I love can cook girl. Please help me.

When I am going to go to date, I don't watch movie. Movie is kill time. So I watch movie. I want talk with my girl friend.

Appendix F: Pretest and Posttest Speaking Results for Student A and Student B

Pretest

Student A

[Said nothing]

Student B

[Said nothing]

Posttest

Student A

Uh-huh. Let me see. Like. I like baseball. Dislike. Mm. Uh, let me see. OK, OK. Driver drive not like.

Student B

My name is [deleted]. I am 18 years old. I'm Meio University student. My major is tourism. And I'm join softball club. I'm not good at... I'm not a good player. But I like softball very much.

English I Writing Score Guide for Exam A & B (5 points each)

W29	**Essay Length**
a	**75 words or more.**
b	50-74 words.
c	25-49 words.
d	0-24 words.
W30	**Organization**
a	**Well-ordered.**
b	**Incomplete order.**
c	No order.
d	Too unclear to understand.
W31	**Topic Relevance**
a	**75-100% related to topic.**
b	50-74% related to topic.
c	25-49% related to topic.
d	0-24% related to topic.

Note: Score of a (a or b for item 30) is passing for that item.

Appendix H: Speaking Score Guide

English I Speaking Exam (A) Question

Tell me about your likes and dislikes.

English I Speaking Exam (B) Question

What kind of person would you like to date?

English I Speaking Score Guide for Exam A & B (3 points each)

S32	Clarification
a	**Answers the question without needing clarification.**
b	**Asks to repeat the question 1-2 times.**
c	Asks to repeat the question 3 or more times.
d	Passes the question: I don't know, no, etc.
e	Does not speak English or is too unclear to be understood.
S33	**Using Non-English Words**
a	**Speaks only English.**
b	**Speaks 1-2 non-English words.**
c	Speaks 3-4 non-English words.
d	Speaks 5 or more non-English words.
e	Does not speak English.
S34	**Total Length of Pauses (silence without hesitation phrases, etc.)**
a	**Pauses 0-1 second.**
b	**Pauses 2-3 seconds.**
c	Pauses 4-5 seconds.
d	Pauses 6-7 seconds.
e	Pauses 8 or more seconds.
S35	**Length of Utterance**
a	**15-or-more-word response.**
b	**10-14 word response.**
c	5-9 word response.
d	1-4 word response.
e	Does not speak English.
S36	**Topic Relevance**
a	**All related to topic.**
b	**More than 1/2 related to topic.**
c	Less than 1/2 related to topic.
d	Does not speak English

Note: Score of a or b (bolded) is passing for that item.

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